



The Land Trust works to preserve the unique character of Tennessee's natural and historic landscapes and sites for future generations.

Living Off the Land

Grades: K-2nd

Subjects: Social Studies – Economics, Geography, History

Curriculum Standards:

Economics K-2

2.01 Describe potential costs and benefits of personal economic choices in a market economy.

Geography K-2

3.02 Recognize the interaction between human and physical systems around the world.

History K-2

5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.

Overview:

During a visit to Glen Leven, students will learn about the economical and historical implications of farming and its centrality to survival on the frontier, as well as its potential to make people wealthy as the area developed economically. Students will learn about the ways geography affected settlement and crop production, and the historical implications of farming as an occupation.



Capitol Grille's garden at Glen Leven Farm



Goals:

- Understand farming as one of many ways to earn a living.
- Ability to compare farming to other occupations.
- Understand how geography influences how people live.
- Understand farming as an occupation far more common during the early years of our nation.

Activity:

Through a guided tour of the Glen Leven landscape, students will learn about farming as an occupation and means of survival for early Americans. At the beginning of the tour, a discussion about where our food and clothes come from will preface students to how different things used to be. Everything can be traced back to natural resources. Topics addressed:

- What are basic human needs? How do you meet them today? How did people meet those 200 years ago?
- Today's conveniences were unheard of. Because stores were much less common, transportation was a task, and the post office did not exist (!) people had to be mindful of where they chose to live. They needed a water source for themselves and the animals they depended on. They also needed fertile land to farm in order to feed themselves, and sell extra produce for cash.
- Farming was a way to survive, and it also served as a source of income if a farm family sold their extra produce, meat, and dairy.
- Farming used to be much more common than it is today! Why?
- What are some of the major crops of the area? Why were those crops chosen? Crops such as tobacco and cotton were valuable and were sold by farmers and sent off to be made into products. What products come from cotton? Tobacco?



- Many wealthy families in the area built their wealth with the help of enslaved people who tended the crops, from seed to harvest.
- The wealth that was accumulated helped to build the historic house.
- What is farming like compared to other occupations?
- The processes of farming and food production will then be discussed. How did people cultivate land before tractors? People made their own butter, etc.
- The effects of weather on farming, one is much more dependent on the natural world.

At the end of the tour, students will be encouraged to think about what life was like as a farmer:

- How does farming compare to other occupations they observe?
- Why is farming still an important job?

Assessment:

CC.W.K.8/CC.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

- Prompt students to choose their favorite store bought food item and find out what it is made of and whether those foods grow in Tennessee.

CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



- CC.W.1.2** Write informative/explanatory texts in which they name a topic, supply some about the topic, and provide some sense of closure.
- CC.W.2.2** Write informational/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Students compare a today's farmer to one who lived 200 years ago.
 - Have students imagine they are a pioneer. Where would they choose to settle? How would they meet their needs?
 - Students could draw, dictate, or write about the difference between farming, and the occupation of an adult they know.